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ABSTRACT

A program was implemented in an elementary school to improve students' social skills, thereby reducing physically and verbally aggressive behavior and reducing off-task behavior. The targeted population consisted of second, third, and sixth graders in two northern Illinois elementary schools, one situated in a low socioeconomic neighborhood, the other located in a middle class neighborhood in an urban community. The behavioral problems were documented through teacher and student surveys, teacher anecdotal records, and behavioral observation checklists. A review of solution strategies suggested by educational literature, combined with an analysis of the problem setting, resulted in the selection of the following three major categories of intervention: instruction in cooperative problem solving; instruction in conflict resolution; and implementation of a cross-age mentoring-tutoring program. Post-intervention analyses indicated that the intervention improved student behavior. Many students were positively influenced by the strategies, and their social skills improved. Students with severe learning and behavior problems or dysfunctional families were less influenced by this type of intervention than students who were less troubled. (Appendices include copies of the teacher survey, student survey, observation checklist. observer instructions, and lesson plans and ideas. Contains 34 references.) (Author/AA)

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IMPROVING STUDENT BEHAVIOR THROUGH SOCIAL SKILLS INSTRUCTION

by

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Submitted in partial fulfillment
of the requirements for the degree of
Master's of Arts in Teaching and Leadership

St. Xavier University—IRI
Field-Based Master's Program

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Abstract

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May 4, 1995

IMPROVING STUDENT BEHAVIOR THROUGH SOCIAL SKILLS INSTRUCTION

ABSTRACT: This report describes a program for improving social skills in order to reduce physically and verbally aggressive behavior and to reduce off-task behavior in elementary school students. The targeted population consists of second, third and sixth graders in two elementary schools. One school is situated in a low socioeconomic neighborhood, while the other school is located in a middle class neighborhood in an urban community in northern Illinois. The behavioral problems have been documented through teacher and student surveys, teacher anecdotal records, and behavioral observation checklists.

Analysis of probable cause data gathered from student survey responses indicates a lack of positive strategies for dealing with various conflict situations in the classroom. The school staff reports that verbal and physical aggression and off-task behavior interfere with the educational process. Direct observation confirms these findings.

A review of solution strategies suggested by current educational literature, combined with an analysis of the problem setting has resulted in the selection of three major categories of intervention: instruction in cooperative problem solving; instruction in conflict resolution; and implementation of a cross-age mentoring/tutoring program.

The intervention improved student behavior. Many students were positively influenced by the strategies and their social skills improved. Students with severe learning and behavior problems or dysfunctional families were less influenced by this type of intervention than students who are less troubled.

Chapter 1

PROBLEM STATEMENT AND COMMUNITY BACKGROUND

General Statement of Problem

The targeted second, third, and sixth grade students at school A, and the targeted third grade students at school B have poor socialization skills as evidenced by incidents of aggressive behavior, both verbal and physical, and off-task behavior in the classroom noted through anecdotal records, teacher surveys, and behavior observation checklists.

Description of Immediate Problem Setting

School A has a total enrollment of four hundred and forty-one students in grades pre-kindergarten through sixth. The racial/ethnic background of the students is: Caucasian, 54.9 percent; African-American, 22.7 percent; Hispanic, 5.9 percent; Asian/Pacific Islander, 16.3 percent; and Native American, .2 percent.

The average class size of the kindergarten, first, third, and sixth grade students is 23.1. Attendance at the school is 93.3 percent, with a chronic truancy rate of 2.4 percent. Low-income students, defined as those pupils aged 3-17 from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced price lunches, comprise 74.1 percent of the

population. The student mobility rate is 59 percent. Fourteen and one-tenth percent of the children are defined as limited English-proficient students and so qualify for bilingual education services (1992-1993: Kishwaukee School Report Card).

Due to implementation of the desegregation lawsuit and site-based management, School A has hired a parent liaison worker, who has been a vital link between the school staff and the neighborhood parents. This person is especially valued because the school has no PTO and little parent involvement.

The school is a three-story brick building built in 1922. All of the classrooms have hardwood floors and high plaster ceilings. The facility is in generally good condition and is adequately maintained. The neighborhood surrounding the school consists mainly of large old homes that have been converted to multiple-family dwellings, and are in deteriorating condition. Several federal housing projects for low-income families are in the school neighborhood.

School B has a total enrollment of 385 students in grades kindergarten through sixth. The racial/ethnic background of the students is: Caucasian, 73 percent; African-American, 23.5 percent; Hispanic, 1.3 percent; Asian/Pacific Islander, 1.3 percent; and Native American, 0.3 percent. Eight-tenths percent of the students have limited English proficiency. The attendance rate for the school is 93.6 percent, and 8.5 percent of the total population of students can be classified as chronic truants. The student mobility rate is 19.1 percent and low-income students comprise 39.4 percent of the population.

Thirty percent of the students at school B are voluntarily bused to the school from other attendance areas. Sixty-three of those (16 percent of the total population) ordinarily would attend schools that had been designated "at risk", and are similar in population to school A. The designation comes from the second interim order stemming from the People Who Care Lawsuit, a suit

filed in the U.S. District Court, N.D. IL 1990, and refers, in part, to the amounts of money available to each school. The remaining 54 students who are bused to school B have been diagnosed as learning disabled and are taught in self-contained special education classrooms.

The school is a one-story building built around 1950 with a wing added around 1960. It is in generally good condition, and is adequately maintained. The surrounding neighborhood consists mainly of single-family dwellings that belong to, or are rented by, middle-income families.

Description of Surrounding Community

The school district in which schools A and B are located services 27,314 students. That population racially and ethnically consists of 67.4 percent Caucasian; 23.7 percent African-American; 6 percent Hispanic; 2.6 percent Asian/Pacific Islander; and .3 percent Native American. Low income students comprise 30.5 percent of the district's population, and 2.8 percent of the district's students are of limited English proficiency.

The district has an attendance rate of 92.5 percent. The percentage of students designated as chronically truant is 8.6 percent, and the student mobility rate for the district is 22.4 percent. The average class sizes in the district are: kindergarten, 21.3; first grade, 23.3; third grade, 22.8; and sixth grade, 25.7 (1992-1993: West View School Report Card).

In May, 1989, a plaintiff group called People Who Care filed a desegregation lawsuit against the school district. This lawsuit alleged a long-standing, system-wide practice of racial discrimination and segregation by the district. The second interim order that resulted from that legal action was instituted by a federal judge to provide for school arrangements and related institutional changes that effect the education of the public school

children of the district (U.S. District Court, N.D. IL 1990). Within the context of this action, certain schools were designated as serving low-income or educationally disadvantaged students. The judge directed that special local, state, and federal funds would be targeted for use in improving these schools. Both school A and school B fall into the categories included in the order (Roszkowski, 1990). The recent (January, 1994) finding of guilt on the part of the district continues to impact the children's education.

In a larger context, school A is located in a central historical district of the city, which is the second largest city in the state with a population of 140,000. The city was founded by Swedish and Italian immigrants, and became a manufacturing hub. Machine tools, fasteners, and furniture were three principal industries. Immigrants continue to play an important role in the society. Today Hispanics represent 4.2 percent of the population, Asians represent 1.5 percent, African-Americans represent 14.8 percent, and the Caucasian population is 79.1 percent.

In addition to the changes in the city's ethnic minority groups, the fact that the job market is changing is currently having an important impact on the community. The emphasis is shifting from skilled manufacturing jobs to poorer-paying, service-oriented occupations. The competition among minority groups for the fewer available jobs is becoming intense.

Changing housing patterns reflect an ethnically and racially diverse central city population ringed by an almost totally white suburban-like group. Housing growth is moving northward and eastward to encompass smaller towns in both directions. Business is also following that trend with shopping malls and business-office parks moving away from the central city to its edges.

By 2020, the city is expected to cover 70 square miles rather than the 57 square miles it covers today. Its population will probably have grown to

175,000 people, and it is likely that there will be an additional 125,000 people living outside the city limits. The greatest growth will continue to be eastward into the neighboring county.

Ultimately, violence and drugs in the inner city, where school A is located, and in the near west side where school B is located, have hindered the city's efforts to rehabilitate housing and rebuild businesses in these areas (Sweeny, 1993).

Regional and National Context of Problem

Nancy Weishew of Temple University and Samuel Peng of the U.S. Department of Education reported in the Journal of Educational Research, October, 1993, that in a survey of 2,000 administrators, 37 percent considered discipline to be a serious problem, ranking it above dwindling finances, poor student achievement, and declining enrollments. Feitler and Tokar (1982) reported that 58 percent of teachers surveyed ranked students who continually misbehave as the number one cause of job-related stress.

The 1990 Annual Poll of the Public's Attitudes Toward the Public Schools revealed that American adults give the highest priority to the goal of freeing every school in America from drugs and offering a disciplined environment conducive to learning (Elam, 1990). Goodlad (1984) reported on a survey of teachers and parents of elementary students in which a list of school problems was rated by seriousness. The results showed student misbehavior as highest on the list for both parents and teachers.

Theories and past research suggest that many variables are related to student behavior. The National Institute of Education (1978) found that large schools, or schools in urban communities have higher rates of aggression, drug sales, robberies, and vandalism. Gottfredson and Gottfredson (1985)

found greater violence in schools in which the surrounding communities had high rates of poverty, unemployment, crime, female headed families, and little education.

Generally, students who do poorly in school have much higher rates of misbehavior (Block, 1978, Children's Defense Fund, 1975, DiPrete and Peng, 1981). Others have suggested an indirect relationship between achievement and behavior caused by a mediating effect of self-esteem (Branch, Damico & Purkey, 1977; Wayson "et al", 1982). Other researchers believe that self-concept affects both achievement and behavior (Covington & Beery, 1976; LaBenne & Green, 1969; Purkey, 1970). Additionally, research has shown that schools with positive climates have fewer behavior problems (DiPrete and Peng, 1981).

It has been suggested that schools cause disruptive behavior by not providing all students with opportunities to succeed. Brophy and Evertson (1976) have asserted that the majority of classroom discipline problems can be alleviated by effective teaching.

Stephens (1984), states that children acquire social behaviors through learning. Often, however, their learning of social skills is uneven because of their experiences, which can be cruel and non-systematic. Because of this, children learn maladaptive responses, have gaps in their social learning, and at times learn incorrect behaviors. Children who have failed to learn appropriate social skills have often lacked opportunities for learning through imitation, or have received insufficient or inappropriate encouragement.

In light of the previously cited studies and opinions, there appears to be a need for research on the impact of instruction of social skills in the schools to alleviate aggressive and off-task behavior in the classroom.

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

In the targeted second, third, and sixth grade classes at school A, and the targeted third grade class at school B, evidence of poor socialization skills was gathered by the use of several instruments. These instruments consisted of: a survey of behavior in the buildings, as reported by teachers; a student survey regarding behavior; anecdotal records of student behavior, collected by their teachers; and an observation checklist of student behaviors.

Twenty-five teachers were surveyed at the two sites using a document developed by the researchers (Appendix A). A summary of the results is presented in table 1.

Table 1

Frequency of specified behaviors as reported by surveyed teachers.

Survey for Teachers	Often	Sometimes	Infrequently
1. Verbal "put-downs" occur	10	9	6
2. Physically aggressive behavior occurs	7	10	8
3. Discourteous behavior occurs	15	6	4
4. Inability to resolve conflicts occurs	7	14	4
5. Lack of respect for others' feelings occurs	13	8	4
6. Poor listening skills occur	19	6	0
7. Negative attention seeking behavior occurs	10	13	2
8. Inappropriate loudness occurs	14	9	2
9. Uncooperative behavior occurs	7	15	3

September, 1994. N=25

All teachers reported that negative behaviors were frequently a problem. The three most frequently noted problem areas were: poor listening skills, often a problem for more than eighty-five percent of respondents; off-task behavior, a problem for all respondents; and discourteous behavior, a problem for about eighty percent of respondents.

Eighty-nine students from the targeted second, third, and sixth grade classrooms responded to a researcher-created student survey (Appendix B). Those results are reported in tables two and three.

Table 2

Responses of second and third grade students to survey regarding behavior.

Survey For Students	Yes	No	Sometimes
1. People in my class respect each other's feelings.	37	2	30
2. People in my class keep their hands, feet, and objects to themselves.	20	6	43
3. People in my class use put-downs, and call other people names.	8	35	26
4. People in my class are "encouragers".	45	1	23
5. People in my class listen when someone talks.	27	5	37
6. People in my class take other people's things without asking.	4	28	27
7. People in my class follow the rules on the playground.	29	7	33
8. In my class, students respect the teacher.	55	2	11
9. Students in my class obey all staff members.	46	1	22
10. People in my class work well together.	43	0	26

September, 1994. N=69

Student responses to the survey indicate that the students perceive a lack of respect for each other's feelings and person, and lack of listening skills as being the main disrupters of the classroom environment.

An analysis of this survey yielded the interesting observation that the older the children were, the more negatively they viewed their school environment. Thus, the researchers decided to show the older student's

responses in Table 3.

Table 3

Responses of sixth grade students to survey regarding behavior.

Survey For Students	Yes	No	Sometimes
1. People in my class respect each other's feelings.	0	8	12
2. People in my class keep their hands, feet, and objects to themselves.	1	10	9
3. People in my class use put-downs, and call other people names.	7	1	10
4. People in my class are "encouragers".	5	4	10
5. People in my class listen when someone talks.	2	6	11
6. People in my class take other people's things without asking.	8	5	7
7. People in my class follow the rules on the playground.	5	9	6
8. In my class, students respect the teacher.	4	7	9
9. Students in my class obey all staff members.	2	9	9
10. People in my class work well together.	7	2	11

September, 1994. N=20

In comparison to the younger students' responses, the sixth grade students' responses to items one, two, and five were significantly less positive. They are less respectful of authority, and feel much less safe physically and emotionally than the younger students.

Given the responses to these inventories, it is safe to assume that students do not feel safe in the school environment, and are thus less likely to take the risks necessary to make academic progress.

The same eighty-nine students from the targeted second, third, and sixth grade classrooms were observed for thirty minute periods. The frequency of aggressive and off-task behavior was recorded by trained observers. Results of the observations are shown in the following figures.

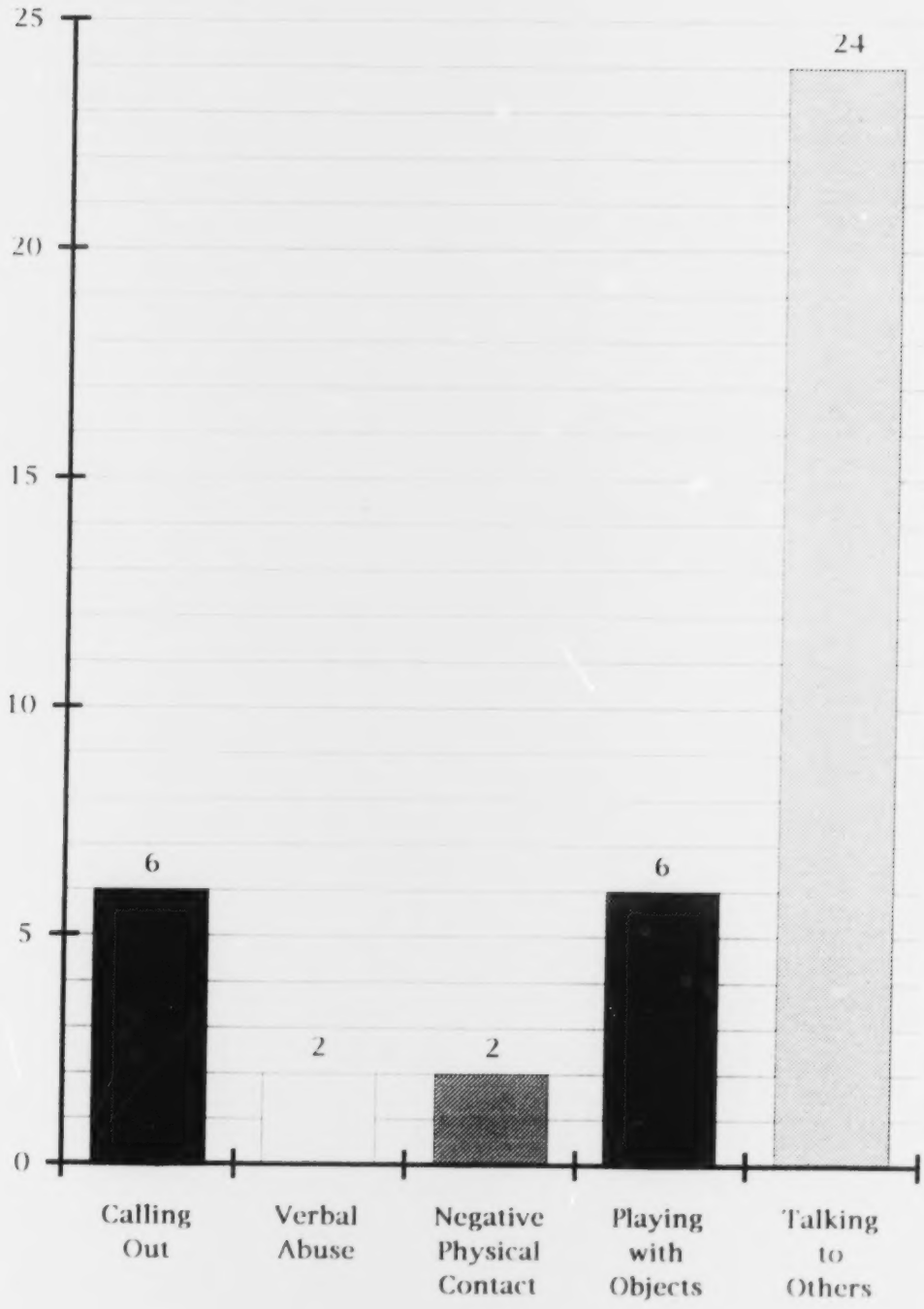

Figure 1
Frequency of specified behaviors occuring in a second/third grade classroom during a thirty minute period. September, 1994.

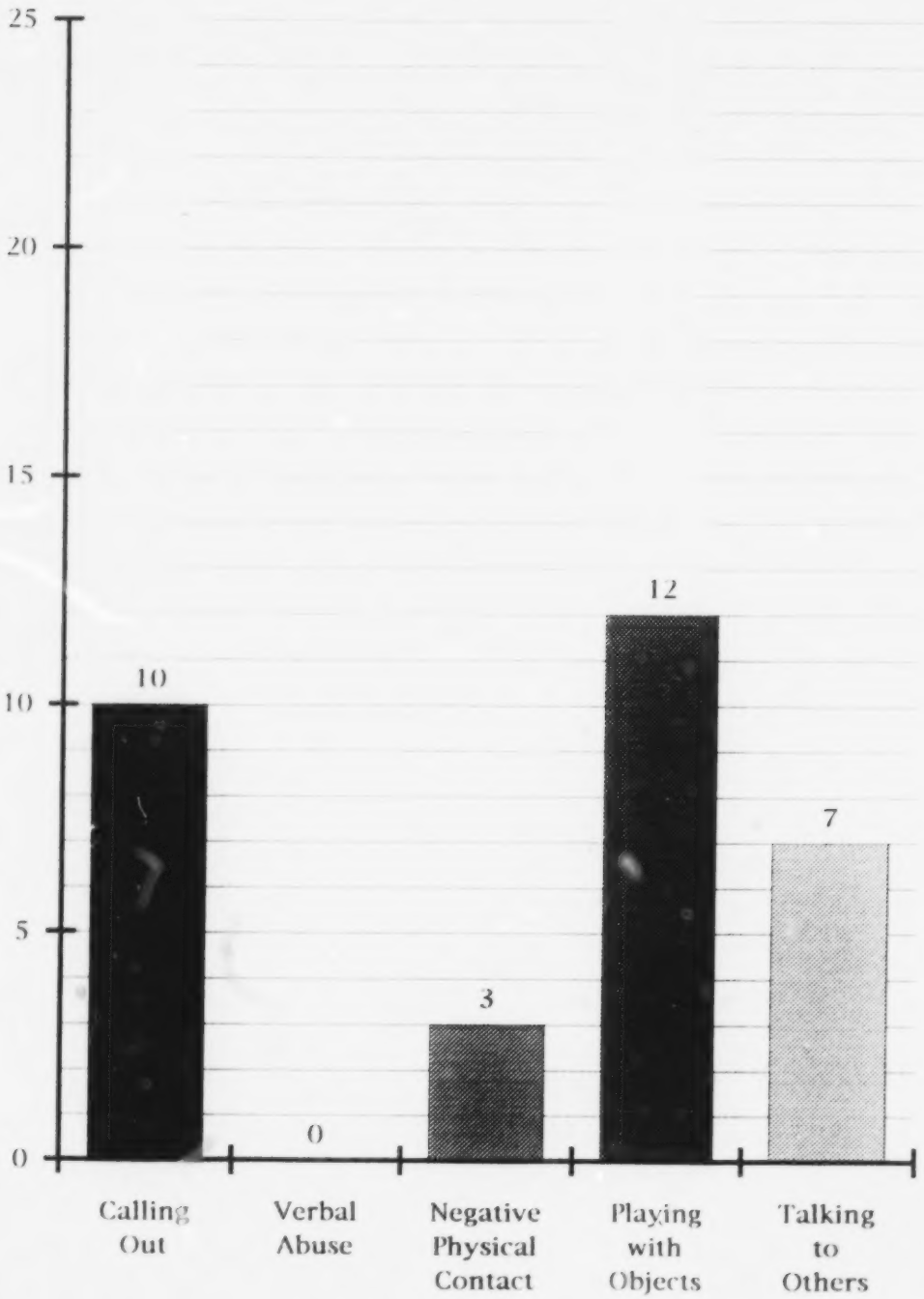

Figure 2

Frequency of specified behaviors occuring in a third grade classroom in school A during a thirty minute period. September, 1994.

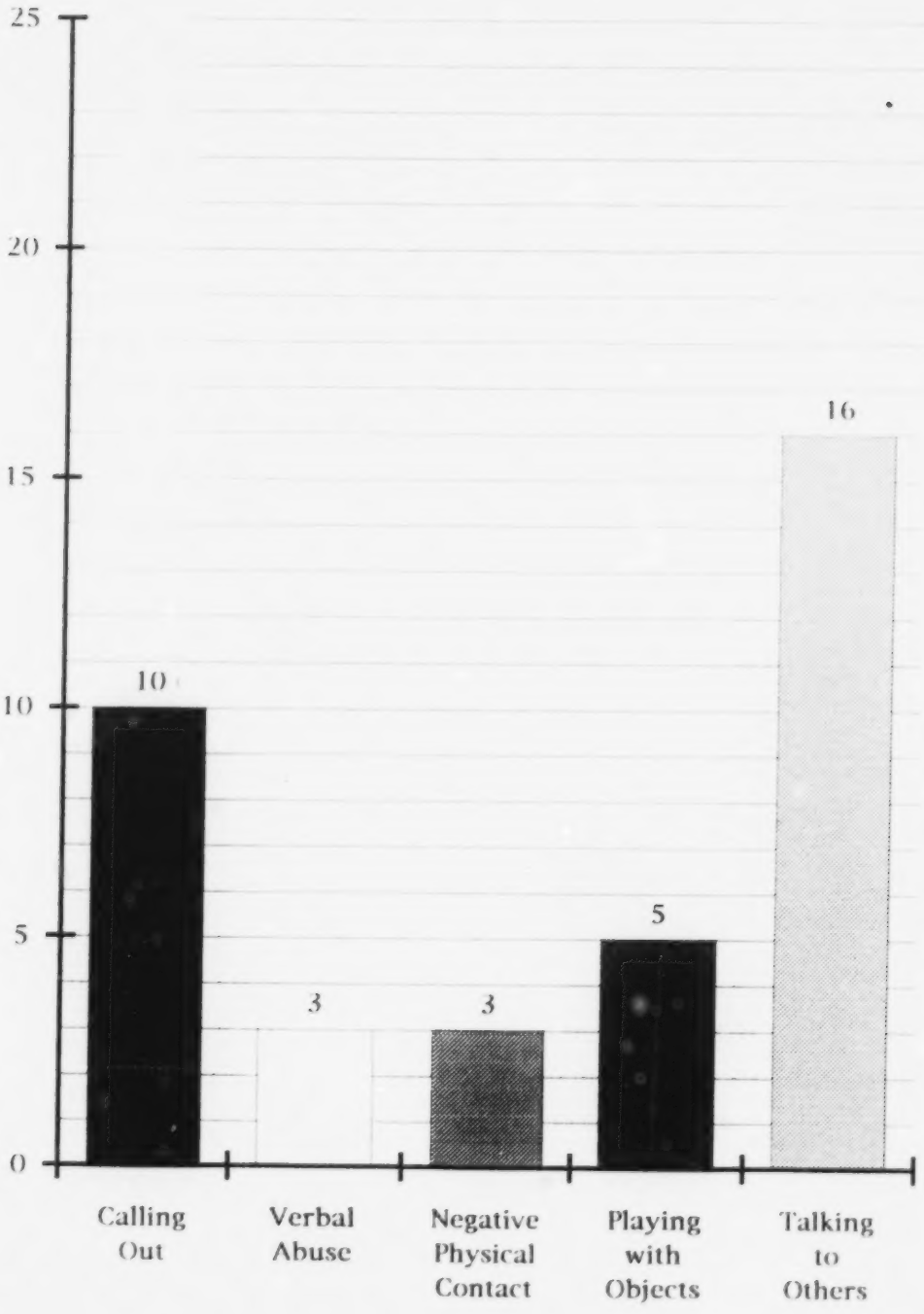

Figure 3
Frequency of specified behaviors occuring in a sixth grade classroom during a thirty minute period. September, 1994.

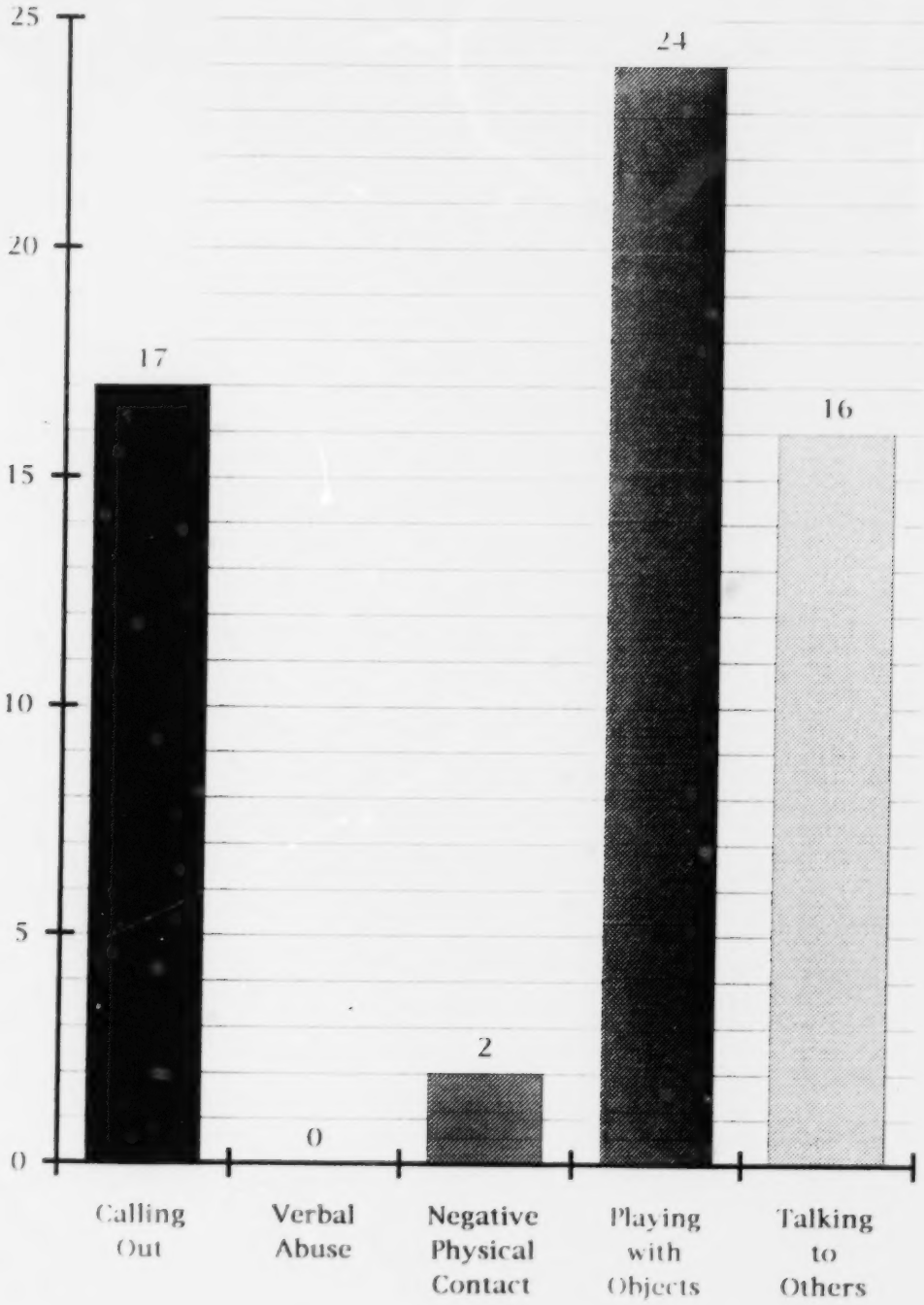

Figure 4

Frequency of specified behaviors occuring in a third grade classroom in school B during a thirty minute period. September, 1994.

During the observation period, the off-task behaviors of calling out, talking to others, and playing with objects occurred with the most frequency. Verbal abuse and negative physical contact were noted less frequently, but were more disruptive to the learning environment.

Probable Causes

An analysis of school records indicates that 79 percent of the targeted student population are members of low-income families. Additionally, 62 percent of the targeted students come from non-traditional family structures. While non-traditional family structures are not proven to cause inappropriate behavior, a higher incidence of inappropriate behavior occurs in children from these family structures.

Teacher journal entries offer additional documentation of the effect of dysfunctional home lives. A second grade girl shared with her teacher the fact that her mother is in a work-release program from prison. One third grade girl was too upset to take a spelling test as a result of witnessing a gang attack on her mother. A sixth grade boy is frequently in conflict with other students because of his father's recent trial for murder. His mother shared this information with his teacher in a telephone conversation. A sixth grade girl, whose alcoholic mother is dying of breast cancer, lives with her teenage stepmother because her father was recently arrested for selling drugs. A third grade boy will soon lose his mother to AIDS. The mother's sister died of the same disease the previous school year. Two third grade children suffer from neuromuscular disorders. Most of their lives are centered around their conditions and the adults who are trying to help them. Because they have been virtually helpless, they are used to demanding and getting help and attention at will. Circumstances like these may place children in situations

where the normal acquisition of social skills is not possible. Family dynamics or dysfunctional structures may preclude the transmission of such skills.

The literature suggests several underlying causes for physical and verbal aggressive behavior, and off-task behavior in the classroom. As stated by Curwin (1988), the greatest impact on children's behavior is the lack of a secure family environment. Lack of security for children becomes obvious when one considers the number of single parent families, the number of families in which both parents work, and shifting lifestyles.

Glenn and Nelson (1989) describe major changes in family lifestyles and schools from 1930 to 1980. Family interaction has decreased drastically, as has family size. Instead of an extended family with interaction between generations, single parent or step-parent and blended families have become commonplace, comprising at least 35 to 42 percent of families in 1980. Family values which were once uniform, have become variant, and families now perform much less work together. Neighborhood schools, which were once dominant, are now rare. The size of an average class from kindergarten through high school, has risen from 18-22 pupils to 28-35 pupils.

In addition, Brendtro (1990) indicates there are always many children whose parents lack the necessary parenting skills and resources to meet their children's needs. Parents who have little, or no family or community support are often unable to successfully raise their children. It is necessary for educators to play a role in responding to the needs of these children. Schools are frequently the only places where some children can experience on-going, long-term relationships.

Children being raised by one parent are more apt to be tardy or absent, and to be disciplined at school. Bellanca states that non-traditional families have difficulty finding the time to "support, assist, correct, model positive values, communicate expected behavior, and encourage social skills" (Burke,

1992; p. vi). As a result, more students are coming to school lacking the basic social skills.

Whitehead, as quoted by Lickona (1993), writes, "Across the nation, principals report a dramatic rise in the aggressive acting out behavior characteristic of children, especially boys, who are living in one-parent families. Moreover, teachers find that many children are so upset and preoccupied by the explosive drama of their own family lives that they are unable to concentrate on such mundane matters as multiplication tables." (p. 8)

Lickona (1993) reports that children of single mothers, and of marriages ending in divorce, more often fail to achieve academically and have more emotional and behavioral problems. They are more likely to get into trouble with the law and be sexually and physically abused. Children in step-families face an even higher likelihood of sexual abuse than those in single parent families. Even students from traditional families are affected adversely by poor parenting, negative peer pressure, and negative role models.

In addition to unstable family units, the increasing influence of television, drugs, violence and the effects of poverty negatively affect children's school behavior (Curwin, 1992). Children have become insensitive to the pervasive violence in our society. They apparently accept violence as a normal aspect of life.

Television creates heroes from characters that behave irresponsibly and against authority. By the time they reach adolescence, many children have viewed about 18,000 acts of violence on television. Children who are learning disabled or emotionally disturbed have additional difficulty distinguishing between reality and fantasy on television (Curwin, 1988).

Further, Bellanca (1991) states that by modeling the anti-social,

anti-caring behaviors, television provides great influence on the character formation of children today. Children learn to use put-downs to invoke laughter, and violence to solve problems. Soap operas and situation comedies provide poor examples of caring relationships.

Besides violence in the media, violence in their environments has a negative effect on children's development. Curwin, writing on discipline, states the violence in our schools merely reflects the violence in the surrounding communities (1988). As violence becomes the predominant method in our society for solving problems, the more appropriate it seems to children to use fighting, stabbing, and shooting instead of negotiating, to settle conflicts (Curwin, 1992).

Finally, frustration due to lack of success in school results in poor student behavior and negative interactions. There are indications that disruptive behavior results from schools' failure to provide successful experiences for students. Also, according to Wieshew and Peng (1993), classroom misbehavior can be directly connected with lower achievement. Curwin (1988) states that if a child is acting inappropriately, he or she may be defending against feelings of inadequacy relating to academic expectations.

Brendtro (1990), in Reclaiming Youth At Risk, says that, "deprived of opportunities for success, young people express their frustration through troubled behavior, or by retreating in helplessness and inferiority." (p.39) Burke (1992) supports this in her assertion that when students are not provided with experiences that they can relate to, they decide not to invest themselves in a seemingly irrelevant curriculum.

A summary of the possible causes for inappropriate student behavior includes:

1. Unstable family units.
2. Major changes in family life styles.

3. The lack of necessary parenting skills and resources to meet children's needs.
4. The increasing influence of television, drugs, and violence.
5. The negative effects of poverty.
6. Frustration due to lack of school success.

The combination of these influences results in poor social skills in children, making it difficult for them to succeed in the classroom.

Chapter 3

THE SOLUTION STRATEGY

Literature Review

When addressing verbal an physical aggressive behavior and off-task behavior in the classroom, support can be found in professional literature for direct instruction in social skills through cooperative learning. Further, the value of conflict resolution training and participation in cross-age tutoring and mentoring has been cited.

Likona (1993) reports that schools must become caring, moral communities. They need to teach children the values that are not taught at home, and enable them to feel cared about, to control their anger, and to attend to their education. Working on social skills through cooperative learning, from the very beginning of the year, will prepare students to grasp their school work more firmly because there will be more time on task and fewer disruptive behaviors (Bellanca, 1991).

In Johnson's study (cited in Bellanca & Fogarty, 1991) children who have been instructed in cooperative learning demonstrate more interest in school, exhibit less anti-social behavior, and get along better with their classmates. In the same vein, according to Johnson & Johnson (cited in Burke, 1992) students lacking in social skills are often set apart and are at a disadvantage in school and in the workplace. These skills should be taught at an early age and continually reinforced.

Cooperative learning is a model in which academics can be improved, and positive social values can be increased. Children can be taught this model through regular subject areas, which provide opportunities for exploring different perspectives (Kohn, 1990).

Brendtro (1990) says that students' feelings toward their teachers and their peers, and their own self-esteem is improved through cooperative learning. The students demonstrate more sympathy, kindness, conflict resolution skills, and ability to communicate with peers and others in their communities.

In cooperative learning, decision-making is an important goal. Students need exposure to a variety of ideas, including those ideas oppositional to their own beliefs. The ability to formulate and defend these beliefs is critical to living in a culturally diverse society. It is necessary to see different points of view and to learn the skills of negotiation and compromise (Burke, 1992).

Conflict does exist and is not necessarily harmful. To insist that children always agree would deprive them of an opportunity to contribute fully to a group effort (Kohn, 1990). However, a classroom full of suppressed or unresolved conflicts does not encourage learning. Learning and personal relationships are enhanced when conflicts are resolved constructively and creatively, and differences are tolerated and accepted.

The opportunity for growth among students and the development of community in the classroom result when conflicts are resolved cooperatively (Shaw, 1992). Indeed, Bellanca (1991) maintains that learning how to deal with and resolve conflict is a central social skill for children to acquire. Students who are taught to approach conflicts positively, with specific conflict resolution skills, have an important resource for dealing with others throughout life. (Shaw, 1992).

A third component in the development of children who are contributing responsible members of the classroom community, can be cross-age mentoring and tutoring. According to Glenn & Nelson, when older children help to teach younger children, the tutors benefit even more than those being tutored. "The need to be needed is often more powerful than the need to survive." (Glenn & Nelson, 1989, p.99).

Students who help others feel useful and experience a sense of self-worth and connectedness. Teachers and other students view students who are helpers as worthwhile. Therefore, when students help others, their attitudes about themselves and their roles in school improve (Curwin, 1992).

Mentoring also provides the opportunity for a younger child to see someone who is not yet an adult behave in a socially acceptable manner (Kohn, 1990). Children need opportunities to be of value to others if they are to develop a feeling of their own worth. Today, selfish individual goals are placed above a feeling of caring for others. William Shakespeare demonstrated that this concept of being of value to others has a place in history. He observed, "It is one of the most beautiful compensations of this life that no man can sincerely help another without helping himself." (Brendtro, 1990, p.26).

Project Objectives

As a result of direct instruction and practice of social skills during the period of September, 1994 to February, 1995, the students in the targeted second, third, and sixth grade classes will demonstrate decreased physical and verbal aggressive behavior, and decreased off-task behavior in the classroom as evidenced by teacher anecdotal records, observational behavior checklists, and student attitude surveys.

In order to accomplish these objectives, the following procedures will be implemented:

1. Students will be taught group skills for use in cooperative problem solving activities.
2. Students will be taught conflict resolution skills.
3. Cross-age group mentoring will be implemented.

Action Plan

The following outline reflects the work of Bellanca (1991), Shaw (1992), and Kreidler (1984). The contents of the outline are adaptations of their work.

I. Cooperative problem solving
   A. Organize class structure by base and task groups.
      1. Base groups stay together for one quarter; will be used for support and bonding.
      2. Task groups created for instruction in academics; will stay together until the end of the activity.
   B. Series of social skills lessons.
      1. What's In A Name?
         a. Objective: learn importance of calling others by their names.
         b. Procedure: group in threes; issue one sheet of newsprint; each child sketches a self-portrait on part of the sheet; each attaches his name; each introduces the others to the class.
      2. Happy Talk
         a. Objective: children will focus on not using hurtful words.
         b. Procedure: two posters will be created by the class

illustrating hurtful and happy words.

3. Stop, Look, and Listen
   a. Objective: children will learn appropriate attention getting signals for cooperative learning.
   b. Procedure: discussion, demonstration, and practice of signals.
4. Watch Your Manners, Please
   a. Objective: children will learn ways to show good manners and avoid rudeness.
   b. Procedure: display poster listing ways to show good manners; discuss and practice.
5. Making Friends
   a. Objective: learn how to be a friend.
   b. Procedure: listen to "The Lion & the Mouse," Aesop's Fables; make double T-chart about friendship.
6. A Secret Friend
   a. Objective: practice ways to be a friend; observe others being friendly.
   b. Procedure: assign each child a "secret" friend; each observes covertly, looking for friendly words and actions; each makes a certificate listing the actions; each makes a certificate listing the actions observed.
7. Make A Machine
   a. Objective: learn the meaning of responsibility by working in groups to imitate a machine.
   b. Procedure: each is assigned a task as part of the machine; group performs tasks at the same time to simulate machine parts working together.
8. Responsibility Web
   a. Objective: learn important ways to be responsible at school.
   b. Procedure: list ways the children are responsible at home; use web graphic organizer to list responsibilities at school; rank each responsibility's importance.
9. Responsibility Goals
   a. Objective: children set personal goals for responsible

behavior.

b. Procedure: use soccer model; each selects one or two school responsibilities and keeps a record of the occurrences of these behaviors.

10. Team Responsibility
    a. Objective: children view examples of teamwork which help achieve individual goals.
    b. Procedure: individual responsibility goals are added up to make a team score, and are tracked for a week.
11. Getting Together
    a. Objective: explore the concept of cooperation.
    b. Procedure: create a T-chart building on children's prior knowledge of working together; groups (of three) make a design and sign the work.
12. Puppet Performance
    a. Objective: children create puppet shows demonstrating ways to work together.
    b. Procedure: groups of three will make puppets and present puppet shows to class.
13. Story Performance
    a. Objective: practice working together to complete a task.
    b. Procedure: cooperative groups select a story from a children's book and present it in the form of a play to the class.
14. What's The Problem?
    a. Objective: identify the problem and solution in a story.
    b. Procedure: present story to class; groups of three each make charts showing the problem and solution.
15. The Magic Robot
    a. Objective: practice problem solving in cooperative groups.
    b. Procedure: teacher reads problem description to the class; each group creates a robot that is designed to solve the problem.
16. Make a Story
    a. Objective: create a conclusion to a problem scenario to

practice problem solving.

b. Procedure: groups of three select a problem scenario and present a play to show the solution.

17. Problem Solving Stories

a. Objective: practice problem solving behaviors.

b. Procedure: groups of three identify the problem in a video story; write a solution before seeing the end of the video.

II. Conflict Resolution

A. The children will learn about conflict and conflict resolution in whole-class groups and in cooperative groups.

B. Conflict Resolution Lessons

1. What Is Conflict?

a. Objective: children learn about the word "conflict".

b. Procedure: use a T-chart to describe what conflict looks like, sounds like, and feels like; pairs make collages showing conflict.

2. Conflict Blocks

a. Objective: learn how conflict hinders work in the classroom.

b. Procedure: students build a wall across the classroom which cannot be crossed, then attempt to match tickets with a partner who may be on the other side of the wall; dismantle wall when all possible matches have been made except those on opposite sides; make final matches.

3. "The Hare and the Tortoise," Aesop's Fables.

a. Objective: explore different ways to resolve a conflict.

b. Procedure: teacher shares a story depicting a conflict; pairs of students will identify the conflict and solutions in the story and discuss different possible solutions.

4. Bully Up

a. Objective: study different ways to deal with bullies.

b. Procedure: teacher shares an appropriate story; groups of three brainstorm possible solutions.

5. Conflict Cartoons

a. Objective: children will apply ideas about conflict in the

classroom to conflict outside the classroom.

b. Procedure: groups of three create cartoons depicting a conflict and a resolution.

6. Community Circle
   a. Objective: learn to show feelings in a safe environment.
   b. Procedure: students pass a token for a turn to share their thoughts on the subject of the day.
7. Corners
   a. Objective: learn to appreciate individual differences among classmates.
   b. Procedure: post four topics in the classroom; students select one and discuss it with others making the same choice; entire group shares reasons with class.
8. Sharing Shields
   a. Objective: students share information about themselves.
   b. Procedure: students write personal information on a shield-shape; share in pairs; share in groups.
9. Student Search
   a. Objective: share personal information and ask questions of others.
   b. Procedure: pairs alternate asking questions and signing each person's paper; join into groups of four.
10. Sailboat and Rowboat
    a. Objective: learn to value individual differences.
    b. Procedure: large group compares and contrasts sailboats and rowboats; class forms a sailboat group and a rowboat group; discuss their choice; share discussion with the other group.
11. Sharing About Conflict
    a. Objective: share a personal conflict in small groups.
    b. Procedure: talk about a personal conflict in groups of two or three; write a paragraph describing how they would like to have had their conflict end.

III. Cross-Age Mentoring

A. Make arrangements with the teacher of another age group to collaborate in a series of lessons and activities with both

classes.

B. Series of lessons designed for getting acquainted and exploring cooperation, problem solving, conflict resolution, and altruism with others of different age groups.

1. Getting Acquainted I
   a. Objective: children meet, learn each other's names, begin bonding process.
   b. Procedure: older children make small gift (such as a greeting card) addressed to a specific child in a younger age group; listen to a story together.
2. Paired Reading
   a. Objective: practice and model reading skills.
   b. Procedure: younger children choose books; older children read chosen books aloud.
3. Getting Acquainted II (for younger children to use with older)
   a. Objective: learn important facts about another child; make a gift for that child using that knowledge.
   b. Procedure: brainstorm questions to ask in an interview format to learn names and important trivia about someone; conduct interview; use questions and answers to write a "news" story; frame story and give it to the new friend.
4. Feelings and Friendship I
   a. Objective: learn how friends can help with bad feelings.
   b. Procedure: discuss feelings, good and bad; listen to Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst; partners draw pictures of friends doing something together.
5. Feelings and Friendship II
   a. Objective: explore feelings in a safe environment; model acceptance of anger and frustration as temporary feelings that happen to everyone.
   b. Procedure: older children write stories modeled after Alexander and the Terrible, Horrible, No Good, Very Bad Day; partners share feelings they have on a "bad day".

6. Making Friends
   a. Objective: learn about how to be a friend.
   b. Procedure: listen to the story of "The Lion and the Mouse," Aesop's Fables; make double T-chart about friendship (Appendix C); pairs draw pictures of friends doing something together.
7. Friendship Mobile
   a. Objective: pairs make a "friendship" mobile.
   b. Procedure: groups of two (one from each class) paste pictures of friends on cards; hang the cards from a clothes hanger to make a mobile; attach names of both to the completed mobile; briefly explain choices of pictures to the rest of the pairs.
8. We Are the Best of Friends I
   a. Objective: brainstorming attributes of friendship.
   b. Procedure: using web graphic organizer, pairs list words that describe friendship.
9. We Are the Best of Friends II
   a. Objective : make an advertisement about a friend.
   b. Procedure: pairs use web graphic organizers from previous lesson to write an "ad" about partner; join another pair to read ads to each other.
10. Halloween
   a. Objective: writing directions and bonding activity.
   b. Procedure: write directions together for making trail mix (or decorating cupcakes, etc.); perform activity; share treats.
11. Fall Art Activity
   a. Objective: bonding and social skills activity.
   b. Procedure: partners use a variety of materials to create classroom decorations for both classrooms.
12. Thanksgiving Gifts
   a. Objective: bonding activity and altruistic experience.
   b. Procedure: pairs create Thanksgiving decorations to be donated to nursing homes.
13. Games

a. Objective: older children learn to give clear directions to the younger children.
b. Procedure: older children pick simple games to teach; practice telling the steps in the game; teach it to the younger children.

14. Christmas Activity
    a. Objective: bonding and altruism, appreciation of others.
    b. Procedure: discuss special qualities of individuals; children use knowledge they have gathered about their partners from another class to create a special gift; exchange gifts; show appreciation for insight and effort.
15. Building Bridges
    a. Objective: practice social and cooperative skills during a decision making activity
    b. Procedure: pairs join into groups of four to build a suspension bridge; individuals in the groups are assigned roles; using only the given materials and performing the roles assigned, groups must cooperate in building a suspension bridge from one desk to another that will support a given weight.

Methods of Assessment

To assess the effectiveness of the interventions, the researchers will re-administer the student survey regarding behavior and use the observation checklist. Teacher anecdotal records will also be reviewed.

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The problems the researchers addressed were off-task and aggressive behavior in the classroom. The methods chosen to address the problem included teaching social skills through cooperative learning, providing conflict resolution training for the students, and having the students participate in cross-age mentoring and tutoring. The interventions were initiated in September, 1994, and concluded in February, 1995.

At the beginning of the school year, the classes were organized into cooperative groups. Social skills lessons adapted from Bellanca (1991) were taught at least once a week and practiced at least three times a week in content areas. The social skills that were specifically stressed included: using appropriate language, and encouraging people, rather than putting them down. Additionally, setting personal goals for responsible behavior was emphasized. Working together was another major focus of the intervention. Sample lessons illustrating these skills can be found in Appendices E, F, and G. Cooperative lessons were taught in the content areas of language arts, social studies, science and math. Samples of content area lesson plans can be found in Appendices H, I, and J.

Conflict resolution strategies were provided through whole class instruction and cooperative groups. Discussions concerning the definition of

conflict were drawn from materials by Bellanca (1991) and Shaw (1992). Students learned to identify problems and select appropriate strategies for dealing with those problems. Typical situations that students encountered were bullying, aggression, both physical and verbal, and settling differences. During community circle sessions, students were encouraged to express feelings related to the conflicts they experienced. A variety of methods were used to present the concepts including: literature study, role playing with dramatizations, and puppetry. Some practice was done through cartooning, illustrating, and journaling. Examples of these lessons can be found in Appendices K, L, M. As we progressed through the semester, it became evident that some of the selected lessons were not age-appropriate to use with the particular group of students involved. Time constraints became a factor in including all of the suggested strategies.

The researchers, in collaboration with teachers of other age groups, made arrangements for the students to participate in a series of lessons and activities involving mentoring and tutoring. The targeted students and their partners explored the meaning of friendship through the creation of T charts, friendship mobiles, and greeting cards. Craft projects, games, story writing, and paired reading were some of the activities the partners shared. Lessons addressing friendship are in Appendices N and O.

Presentation and Analysis of Results

To enable the researchers to evaluate the outcomes of social skill instruction, conflict resolution training, and cross-age mentoring and tutoring, the student surveys were re-administered. The results of the second survey are reported in Tables 4 & 5.

Table 4

Responses of second & third grade students to survey regarding behavior.

Survey For Students	Yes		No		Sometimes	
	'94	'95	'94	'95	'94	'95
1. People in my class respect each other's feelings.	32	10	2	5	35	45
2. People in my class keep their hands, feet, and objects to themselves.	20	11	6	9	43	38
3. People in my class use put-downs, and call other people names.	8	13	35	10	26	37
4. People in my class are "encouragers".	45	26	1	4	23	30
5. People in my class listen when someone talks.	27	15	5	4	37	41
6. People in my class take other people's things without asking.	4	8	38	25	27	26
7. People in my class follow the rules on the playground.	29	18	7	8	33	34
8. In my class, students respect the teacher.	55	42	2	1	11	17
9. Students in my class obey all staff members.	46	35	1	5	22	20
10. People in my class work well together.	43	36	0	1	26	23

September, 1994, N=69 / April, 1995, N=60

The results of the second and third grade student surveys did not change notably in regard to lack of respect for each other's feelings, safety, and lack of listening skills.

In the third grade class at School B, lessons in cooperation began the first week of school. The students practiced the skills every day, either through a content area lesson or a social skills lesson.

The class was paired with a first grade group and a fifth grade group for instruction in interpersonal and problem-solving skills. The students practiced these skills in their homeroom first; and then participated in lessons designed to teach the skill to both older and younger students.

There were three third graders for whom the social skills were extremely difficult, and some of the lessons had to be modified so that they could participate. Their difficulties impacted the whole class and included fighting, temper tantrums, destruction of personal and school property, as well as almost non-stop talking and movement. Despite their difficulties, all

three students have made gains, and have reported that they now enjoy the social skills activities.

In the second/third grade classroom at School A, many of the students' positive behaviors increased throughout the semester. As they practiced the social skills in cooperative situations, and became more involved in peer mentoring and tutoring, these skills transferred into their daily interactions.

One of the third grade boys began the year getting into fights before and after school and during the lunchtime recess. He also has an explosive temper and reacts to situations by striking out at other children or running from the classroom. It is very difficult to talk him out of these instances and he is often sent home or suspended. His home life is extremely disruptive. There is no father; his mother is now blind as a result of AIDS, and he and his sister have excessive absences as a result of being expected to stay home and take care of their mother. During the school year he is often left for a month at a time with other family members as Mom moves elsewhere.

Conflict resolution discussions and role-playing have enabled him to handle situations in a more responsible manner. During an argument over a video game with two other boys in music class, he kicked one of the boys and was sent to the office. He was willing to discuss the argument with the teacher and come up with a better way to have handled the argument. The three boys talked and apologized to each other. When our peer tutoring began with the sixth grade class, he was asked if he would like to tutor a first grader during lunch recess to help him stay out of trouble on the playground. He was very receptive to this idea and began reading to first graders each lunchtime. The first grade students and teacher responded very positively, and his self esteem was visibly improved. His behavior improved before and after school also, since this was a prerequisite to the lunch time tutoring. The principal commented on this student's improved behavior before being aware of the

intervention. Although the student's negative behaviors have not been completely eliminated, the learning environment for this child has greatly improved.

Although less dramatic, there have been many examples of children wanting to "teach" other children, more willingness to discuss problems and devise reasonable solutions, and an enjoyment of working cooperatively. There has also been more of an awareness of others' differences and a willingness to help other children. Although the student survey did not reflect these behavior changes, the researcher noted many changes in attitudes and responsible behavior. Student survey responses may not reflect these changes because the students lack perception of behaviors.

The students in one third grade classroom in school A participated enthusiastically in the intervention activities. They recognized situations during the school day when they could apply the problem solving strategies, and they frequently reminded each other to use appropriate strategies.

At the end of the intervention, sixteen of eighteen students stated that the social skills lessons and the problem-solving activities helped them the during the school year. The students mentioned both academic and social successes that, at least in part, resulted because of the interventions.

One student had exhibited anti-social behavior in second grade, and was not socially accepted by his class. Participating in the intervention helped him set and reach personal goals this year, such as settling differences peacefully, speaking politely, and being a friend to others. The trust that developed through the activities made it possible for the other students to accept him.

The third graders were eager to interact with the first grade class that became their "buddies." Several of the first grade students had severe behavior problems, which limited the activities that were selected. In addition

to the introductory lessons, and special occasions such as eating a Thanksgiving dinner and making Christmas decorations together, the third graders read with the first graders two or three times a week.

One third grade student said, "The part I like best is when my buddy sees me and comes running to meet me!" The third graders were always anxious to work with the first grade class. The third graders modeled appropriate behavior for the younger students, and they acknowledged the listening skills of the first graders in a note to the first grade teacher.

As noted in Chapter Two, the older children continued to respond more negatively to their environment than the younger children. This is illustrated in the results of the sixth grade student survey presented in Table 5.

Table 5

Responses of sixth grade students to survey regarding behavior.

Survey For Students	Yes		No		Sometimes	
	'94	'95	'94	'95	'94	'95
1. People in my class respect each other's feelings.	0	1	8	9	12	7
2. People in my class keep their hands, feet, and objects to themselves.	1	1	10	10	9	6
3. People in my class use put-downs, and call other people names.	7	13	1	1	10	3
4. People in my class are "encouragers".	5	0	4	6	10	11
5. People in my class listen when someone talks.	2	0	6	7	11	10
6. People in my class take other people's things without asking.	8	10	5	1	7	6
7. People in my class follow the rules on the playground.	5	0	9	13	6	4
8. In my class, students respect the teacher.	4	1	7	6	9	10
9. Students in my class obey all staff members.	2	2	9	9	9	6
10. People in my class work well together.	7	2	2	3	11	12

September, 1994, N=20 / April, 1995, N=17

The researcher believes that a number of factors influenced the effectiveness of the strategies employed to address social skills and aggressive behavior in the targeted sixth grade classroom. The class has experienced a

high student mobility (six out, seven in). One third of the class has an eligibility for behavior disorder or learning disorder services, or in some cases, both. One student with both eligibilities has for example, received thirty-three discipline referrals between September and April of the 1994-1995 school year. Thirteen students in the class have severe personal and family problems outside the school setting. Several examples of each of the cited factors may prove helpful in clarifying the researcher's hypothesis.

The high student mobility rate indicated was comprised of six students who have moved away and seven students who have recently come to school. There does not seem to be any pattern to this movement. A student who entered from out of town at the end of November simply disappeared three weeks later. The attendance authorities discovered, from the neighbors, that the student had moved to Chicago. Another student came to school one morning to collect her belongings and attend another school later that day. Often the first sign a student has moved comes in the form of a request for records from another school. Students who have moved into the classroom have typically appeared at the school with no supplies or records at random times during the grading period.

In addition to the high mobility rate, the sixth grade class of twenty-five includes seven children receiving L.D. services, four children with B.D. services, and two students receiving speech and language services. Three of the L.D. students are also classified as B.D. and one student is classified as B.D. Two students in the class fall into an area for which there are no services. Test scores indicate that these students score too low for L.D. services and too high for M.I. services. They receive no extra help except from the classroom teacher. The fact that one-third of this class qualifies for special services in a resource room greatly affects the amount of time the classroom teacher must spend helping and disciplining these particular students.

Finally, the following situations are a sampling of the personal and family problems which impact the sixth grade class on a daily basis. One student has been diagnosed with depression and is being medicated for that condition. He spent the last three weeks of fifth grade in a psychiatric hospital and his current medication is designed to prevent that from reoccurring. The father of another student is in prison for murder and the students tease him about it. A third boy's mother deserted him and his father two years ago. When she was in town for Christmas, she contacted other family members, but not her son. A girl in the class lives with her mother, older sister, and sister's boyfriend. The sister physically abuses the mother and carries a gun. The boyfriend deals drugs and keeps the family in nice clothes so mother is reluctant to kick him out. The sixth grader is trying to resist gang activity, but since her sister and her sister's boyfriend are involved in gangs, it is difficult. A young man in the class lives with his mother, grandmother and two retarded uncles. The uncles need to be diapered and frequently make howling noises. He is classified as emotionally disturbed and has a history of soiling himself.

The cumulative effects of these factors have made it nearly impossible for the strategies of social skills instruction, conflict resolution training, and cross-age mentoring/tutoring to impact this class.

At the conclusion of the intervention the classes were observed again, each for a thirty minute period. Observers tallied instances of aggressive and off-task behavior in each classroom. The following figures show the results of these observations.

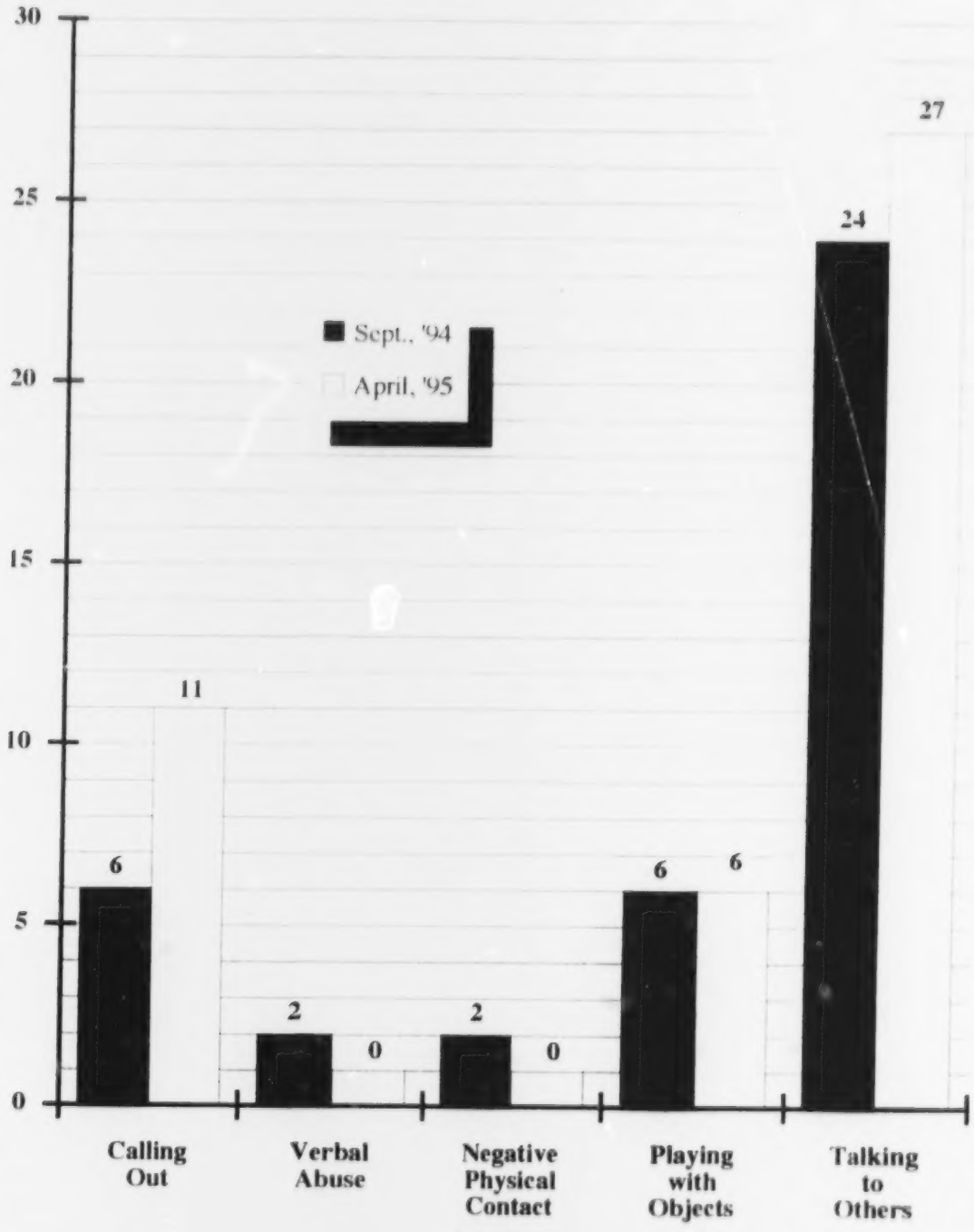

Figure 5

Frequency of specified behaviors occuring in a second/third grade classroom during a thirty minute period.

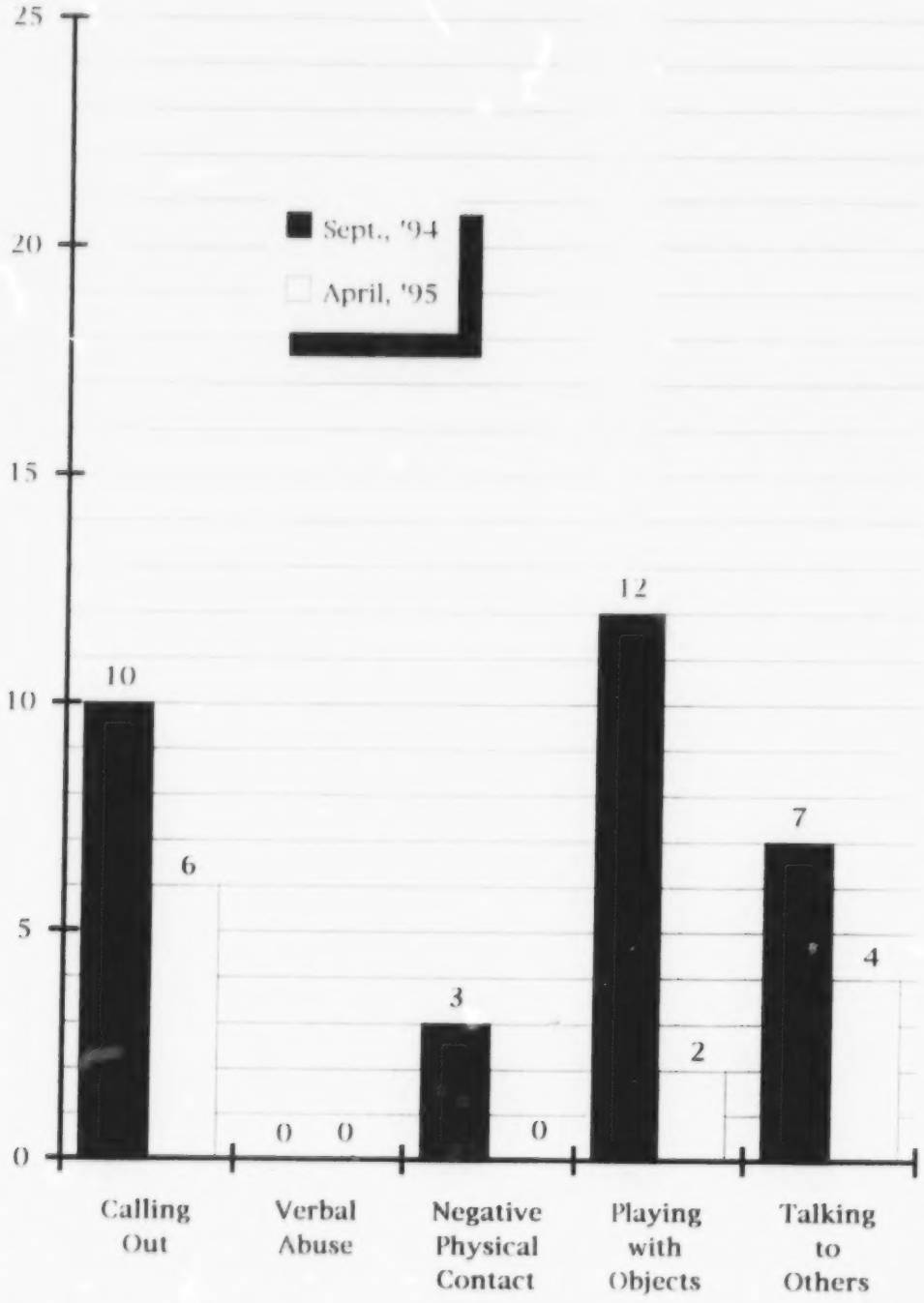

Figure 6

Frequency of specified behaviors occuring in a third grade classroom in school A during a thirty minute period.

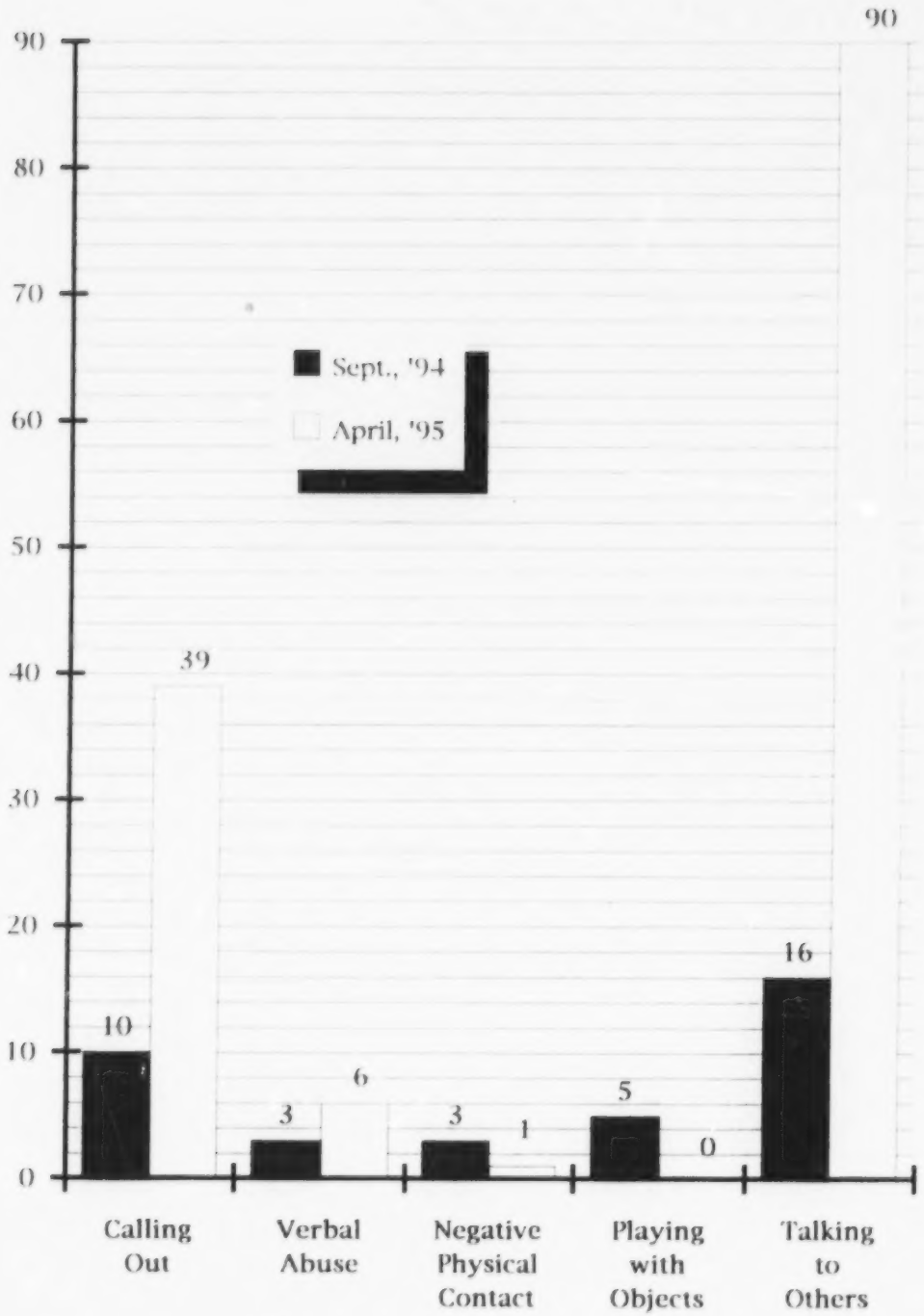

Figure 7

Frequency of specified behaviors occuring in a sixth grade classroom during a thirty minute period.

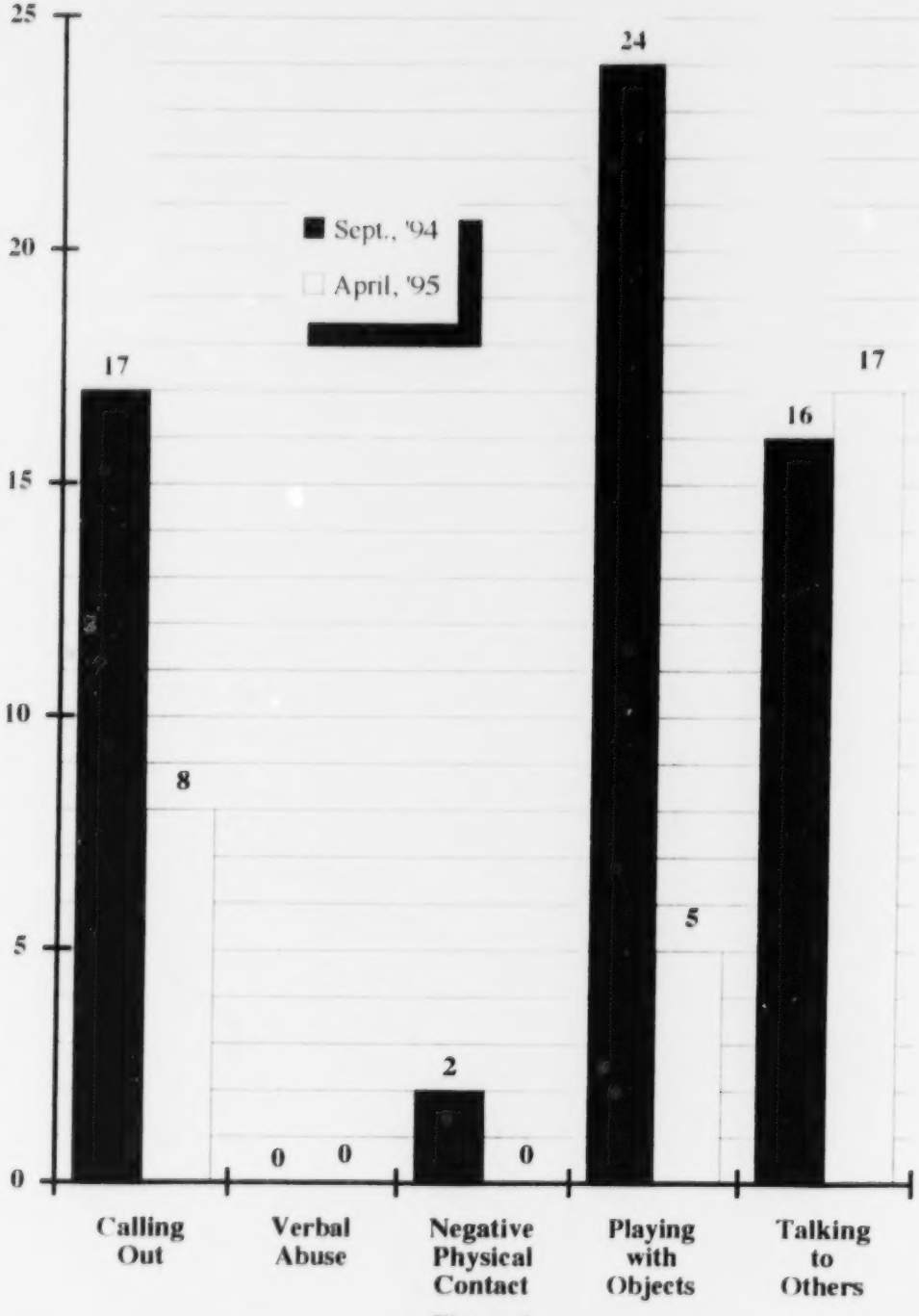

Figure 8

Frequency of specified behaviors occuring in a third grade classroom in school B during a thirty minute period.

Of the behaviors observed, calling out and talking to others continued to occur with the most frequency. In the third grade and second/third grade classrooms, much of the calling out and talking to others related to the lessons being presented. In the sixth grade classroom, however, the calling out and talking to others was not academically appropriate.

Physical and verbal abuse decreased in the second and third grade classrooms resulting in improved learning climates. While the number of instances of verbal abuse and negative physical contact were not dramatically changed in the sixth grade classroom, the severity of these occurrences increased significantly. This exerted a negative effect on the learning environment.

Conclusions and Recommendations

Based on the data collected from the behavior observation checklists and teacher anecdotal records, the following conclusions can be reached. For the second and third grade classrooms, instances of aggressive behavior, both verbal and physical, and off-task behaviors in the classroom were reduced by the chosen intervention strategies. For the sixth grade classroom there was a dramatic increase in verbal off-task behavior, and the physically aggressive behavior rose to a more serious level than observed at the beginning of the interventions.

Children who have severe learning and behavior problems or dysfunctional family lives are not as impacted by this type of intervention as children who are less troubled. To quote Curwin (1988, p. 11), "Some students, after all is said and done, must be allowed to choose failure because they are consistently telling you that they need more than you can give."

The researchers would recommend that the selected interventions be implemented routinely in an effort to improve the educational climate in any classroom. Teachers should identify problem students early and request more specific interventions for those children. Additional community and school support services for these students are also critical.

Additional theoretical research in the area, using control groups, should be considered. In this way, cause and effect relationships would be more directly documented. The researchers would also suggest documentation of the transfer of targeted skills to situations other than the classroom, for example playground, lunchroom, and hallways.

The researchers learned more from the unanticipated results of the project than if the study had gone as expected. Some student needs are beyond the scope of the classroom teacher to address. The future lives of the targeted students may be impacted in ways the teacher/researchers may never see. Such is the nature of the teaching profession.

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Appendix

Appendix A

Teacher Survey

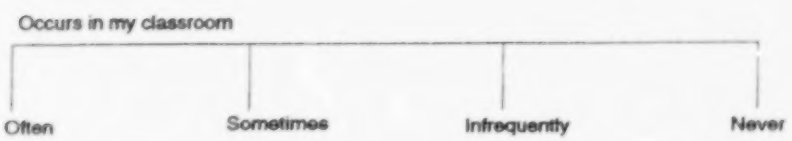
1.Verbal "put-downs"

2.Physically aggresive behavior

3.Discourteous behavior

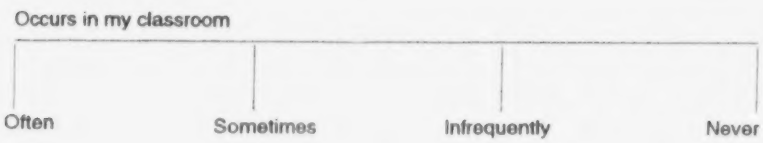
4.Inability to resolve conflicts

5.Lack of respect for others' feelings



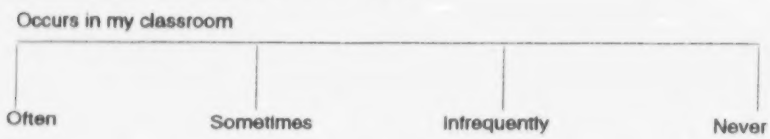
6.Poor listening skills

7.Negative attention-seeking behavior

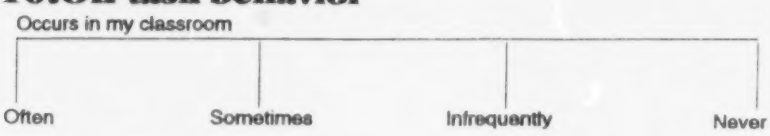


8.Inappropriate loudness

9.Uncooperative behavior



10.Off-task behavior



Appendix B

Student Survey

A Survey For Students

Circle YES NO or SOMETIMES

1.People in my class respect each others' feelings.
YES NO SOMETIMES

2.People in my class keep hands, feet, and objects to themselves.
YES NO SOMETIMES

3.People in my class use "put-downs", and call other people names.
YES NO SOMETIMES

4.People in my class are "encouragers".
YES NO SOMETIMES

5.People in my class listen when someone talks.
YES NO SOMETIMES

6.People in my class take other people's things without asking.
YES NO SOMETIMES

7.People in my class follow the rules on the playground.
YES NO SOMETIMES

8.In my class, students respect the teacher.
YES NO SOMETIMES

9.Students in my class obey all school staff members.
YES NO SOMETIMES

10.People in my class work well together.
YES NO SOMETIMES

Appendix C

Observation Checklist

Teacher Grade Date Time

Calling out _____

_____

Talking to others _____

_____

Verbal abuse _____

_____

Physical abuse _____

_____

Playing with objects _____

_____

Appendix D

Observer Instructions

Observer instructions:

Please tally these behaviors each time they happen within a 30 minute period.

Description of behaviors:

1. Calling out--LOUD talking, answering out of turn, any disruptive vocalization.

2. Talking to others--conversing when inappropriate.

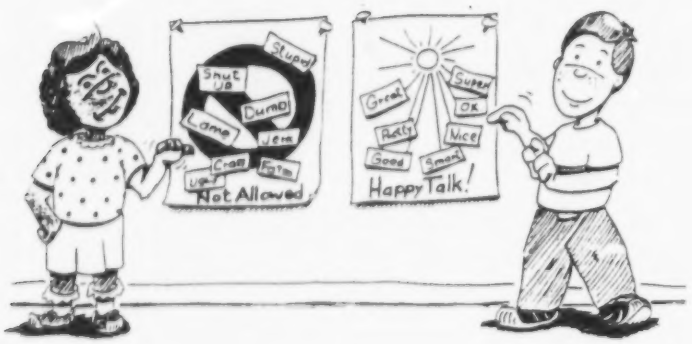
3. Verbal abuse--calling names, using "put-downs", or inappropriate language.

4. Physical abuse--physically harming another person.

5. Playing with objects--at inappropriate times, or using the object inappropriately.

Appendix E

Lesson 2



Happy Talk

Materials

empty wastebasket, "Hurtful Words" sign and tape, index cards, crayons, blank newsprint, tape

Set

Set a wastebasket on top of your desk. Label it "Hurtful Words." Read the label to the class. Ask volunteers to give you samples of words that people use that hurt their feelings. As a child gives a word, write the word on an index card, show it to the class and then deposit it with flair into the wastebasket.

Objective

Explain to the children that this lesson will focus on putting all words that hurt into the wastebasket so that only "happy talk" is heard in this classroom.

Lesson

1. On a large sheet of newsprint, show the international "not allowed" sign ⃠. Explain to the children what the sign means. Tell them

that in this classroom they cannot use the hurtful words that you threw away. Take the cards from the wastebasket, and tape them on the sign. Ask if there any more words to put on the sign. Fill it up and post it for all to see.

2. Post a second sheet with a giant yellow sun and many rays. Ask the children what words they hear that make them feel happy. Write the examples on index cards and tape each one to a ray of the sun. It's OK to put several on one ray. Read each word to the class and then guide a choral response.
3. Ask the class why they think these happy words fit on the sun (they make you feel warm, they make you feel happy, etc.). Explain that you want the children to use these happy words when they talk to each other in class.

Discussion

Ask the children to explain why they think it is better to use happy talk than to use hurtful words. Ask for as many different ideas as they can generate in three to five minutes.

Closure

Ask the children to turn to a neighbor, shake hands, and say one nice thing about that person. After this is done, give the class some happy talk and encourage them to keep giving happy messages to each other throughout the day, week, and school year.

Follow-up

Each time a child uses a hurtful word, write the word on an index card and have the child drop it into the wastebasket. Develop an easy reward system for using happy talk. For example, stickers, pats on the back, giving class hurrahs. Have a moment of happy talk once or twice a day. Stop the class activity and tell the children to turn to a neighbor and use happy talk.

Appendix F

Lesson 3

Responsibility Web

Materials

overhead (p. 91), worksheet (p. 102), newsprint, pencils, markers, tape

Set

Ask for members of the class to tell you how they show responsibility at home. Give examples such as doing the dishes or helping with the ironing. Give the children about thirty seconds to think and then use a wraparound that starts with a volunteer.

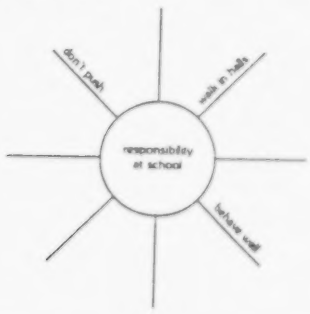
Objective

Explain to the class that they are going to make a list of the most important ways that they can be responsible at school.

Lesson

1. On the board or overhead, make a web (or use master on p. 91).

2. Write *responsibility at school* in the center of the web. Ask some of the children to review what they said during the Set activity. After you have three or four examples, invite the children to think of ways that they act responsibly at school. You want to elicit actions and behaviors. The action should say, "I am a responsible person because I did this." On the web's rays, record the answers that correctly show responsibility at school. If an answer is not "correct" (e.g., it is a home responsibility), affirm the responsibility but indicate that it is one that doesn't apply to school. Ask for another try from the same child.



3. After you have gathered all the possibilities on the rays, have children form groups of three. Give a worksheet (see p. 102 for master) and pencil to each group of three. Each group should select one member to record, one to check, and one to encourage. The checker will make sure that all agree on the answers and that all members can explain why the selections were made.

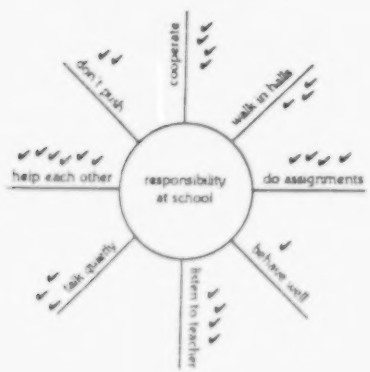
RESPONSIBILITY WORKSHEET

1. From the web on the board, pick the three responsibilities that are most important for a student in this classroom. List the choices you all agree on here.
   a.
   b.
   c.

2. After you all agree and each of you can explain why these three are most important, sign your names somewhere on this sheet.

4. Review the instructions with the groups. Check for understanding. When all are ready, begin the task.

5. After five minutes, signal the students to stop, look, and listen. Ask each group's recorder to read the choices made by its group. On the class web, star or check each idea mentioned. Ask every third recorder to explain why the group made a choice. You may want to alter who in the group explains a choice. Compliment responses.
6. After all the choices are given, tally the responses on the web. Make a list of the three most popular items (most stars or checks) and read them with the class.



1. help each other
2. listen to teacher
3. cooperate

Discussion

Ask the children how they think they have been doing with these items in the classroom: Very well? OK? Not yet perfected? Encourage the students to give reasons for their answers.

Closure

In the groups of three, invite each child to share one of the top three school responsibilities he or she could improve upon. Encourage the group members to listen to each other and to remember what is said so they can help each other throughout the day. Post the top three school responsibilities for all to see and review.

Follow-up

Repeat this lesson with discussion and closure, but change the focus from "responsibilities at school" to "responsibilities at home," "responsibilities when visiting a friend's house," or something else.

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Lesson 3

A Secret Friend

Materials

Friendship Award Certificates (p. 101), name cards, Friendship double T-Chart

Set

Review the Friendship double T-Chart from Lesson 1 with the class.

Objective

Tell the children that they are going to work on being good friends by practicing all the ways to be a friend that are on the chart and by watching how others are good friends.

Lesson

1. Show the Friendship Award Certificate (see p. 101 for a master).

Tell the students that each day this week they each will have a different secret friend to watch. At the end of each day, they will give their secret friend a special Friendship Award.

2. Explain how they will watch for a friendly act or listen for friendly words by their secret friend. (Show examples on a double T-chart.) At the end of the day, they will fill in the name of their secret friend and words to describe what that friend did or said from the double T-chart. Distribute a secret friend name to each child. (You will repeat this procedure each day with a different name given to each child each day.)
3. At the end of the day, give each child a blank certificate. Have the children fill in the blanks with the friend's name they received that morning and the friendship behavior from the double T-chart. Have the students exchange the certificates after they sign their own names.

Discussion

Invite the children to share with the class why it is important to be a friend.

Closure

At the end of the week, put the children into groups of three. Let the children read their awards to the trio. After all are read, the trio should look to see how many of their awards are alike. After all trios find their similar awards, allow each trio to select one similarity to share with the class. Give each trio a hurrah after it has shared.

Follow-up

Have the children go on a daily friendship hunt. Tell them to watch for ways others show friendship that day. At the end of the day, seat the students in a circle and ask volunteers to describe what they saw (without names).

Title *Alexander and the Terrible Day* Author *Judith Viorst*

Monday	Tuesday	Wednesday	Thursday	Friday
Show the book cover and title. Have students share with a partner one thing they predict will happen in the story. List predictions on a chart. Read the book aloud and check predictions	Reread story. Make a good day / bad day chart contrasting Alexander's day to other character's day Alexander | Others Break. School Dentist Store Bedtime	Problem solving web. List Alexander's problem, brainstorm and discuss solutions solutions Problem Divide class into groups of three to create a problem solving web for a different problem. Share with whole class.	Students will create their own books modeled after Alexander. They will write to complete a pattern, put pages in correct sequence and illustrate. Classmates will read each other's books	Third grade students will read their books to first grade buddies. Together the third graders and first graders will create paper puppets to tell about a good day and a bad day

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Appendix I

Content Area Lesson

SUBJECT Reading

GRADE LEVEL Gr 6

TASK ASSIGNMENT Venn Diagram - Compare, contrast main characters in Maniac Magee + There's a Boy in the Girls' Bathroom

ACADEMIC OBJECTIVE:
The children will be able to compare and contrast character from two different books

COOPERATIVE OBJECTIVE:
Move smoothly into co-op. groups, using puzzle pieces
One person talk at a time

DECISIONS
Group Size: 3
Getting into Groups: Match puzzle pieces

STRATEGY/ACTIVITY
Venn diagram
1 Give each group one diagram + copy of each book
2 Explain task
3 Compare + contrast main characters
4 Use Taxonomy of Higher Order Skills

MATERIALS
Venn diagrams
Pencils
Literature books

Build in High-Order Thinking	Unite Teams	Insure Individual Learning	Look Over & Discuss	Develop Social Skills
Analyze - ask in groups for similarities + differences between main character. Attribute different characteristics to main character in two stories	Group work on venn diagram and one passed. Group grade given on one diagram that everyone worked on and signed. Bond by sharing favorite movie title	Random oral survey out two characters on venn diagram. Assigned roles: Recorder - write on diagram. Reporter - share info. with class. Reader - read information to fit out on diagram.	Using completed venn diagram, reporters share from group diagrams. Do PMI with class about group process - Each student fill out sheet - Class shares.	Move into groups smoothly using puzzle pieces. One person talks at a time. Accept others' ideas.

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Appendix J

Content Area Lesson

SUBJECT Language Arts

GRADE LEVEL 2nd

TASK ASSIGNMENT Learn nouns - people

ACADEMIC OBJECTIVE:	COOPERATIVE OBJECTIVE:
Learn concept of nouns - people	Practice social skills introduced with bulletin board + poster

DECISIONS	STRATEGY/ACTIVITY	MATERIALS
Group Size: 3 Getting into Groups: Line up by birthday, count off by 3's	- Write a riddle to describe a people noun - Ask class the riddle	3"x5" cards with nouns: teacher, fireman, policeman, robot, cook

Build in High-Order Thinking	Unite Teams	Insure Individual Learning	Look Over & Discuss	Develop Social Skills
Each group will be given a card with a noun. They will create a riddle describing the noun. Each group will present their riddle to the class.	Each member of the group will contribute a sent. to the riddle.	At the end of the coop activity each child will write a sent. using a noun to demonstrate their learning.	Ask group members if each one contributed to riddle. Leader reads riddle to class + they guess noun.	Did each child feel b/c she was encouraged by the members of their group.

Appendix K

Lesson 4

Bully Up

Materials

"Bully Up: Fighting Feelings" video (see p. 117), TV and video recorder (or story), worksheets (p. 115)

Set

Ask the children what they can do when a bully threatens them. Write the answers on the board for all to see. (The ideas on the board are to be saved for discussion after the movie or story.)

Objective

Tell the children that they are going to study some of the different ways to deal with a bully, other than fighting.

Lesson

1. Show the video, "Bully Up: Fighting Feelings" (or read an appropriate story).
2. After the video or story, match the students into threes. Delegate a recorder, an encourager, and a checker. Review their guidelines for working together and the job of each. The recorder will sketch

the answers from the group. The encourager will make sure that only encouraging remarks are made. The checker will make sure they agree on the answers.

3. Review the worksheet with the groups. For each question, each person in turn should give an answer. After each member has suggested an answer, the trio will agree on the answer to write. They need not worry about spelling.

BULLY UP WORKSHEET

a. What do you think the conflict was in this video?
   Conflict:
b. How does it feel to be pushed around by a bully?
   Feelings:
c. What do you think are better ways to deal with a bully?
   Better Ways:
d. Make a play to show one way to deal with a bully other than fighting. Agree on why you think this is a better way than fighting.
   Because:

4. Encourage as many trios as you have time for to present their plays and explain the choices they made. Give a big hurrah for each presentation.

Discussion

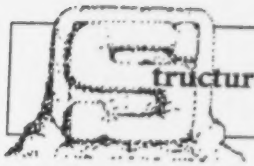
Make a board or overhead list of the various solutions used. Discuss with the entire class the advantages of using these alternatives to fighting with a bully.

Closure

Using the same trios, have each trio agree on some of the ways the members worked together without conflict. Sample the ideas. Compliment the class.

Follow-up

Arrange to have the children show their plays to other classes and explain what they were doing. Have the children make billboard ads for the plays and hang the finished projects in the halls.



Structure 3 Community Circle

See Lessons
2, 4, 10, 11, 30, 37

Steps of Community Circle

1. Students form large class circle.
2. Teacher discusses rules.
3. Teacher writes starter sentence on board.
4. Teacher models response and passes feather to next student.

This is an excellent structure to begin or end each day. A large feather (or other object) is held by the person speaking. When introducing this activity you might explain some Native American tribes had similar traditions of passing a feather or talking stick. All attention is given to the person with the feather.[1]

Steps of Community Circle

1. Students Form a Class Circle

Have students sit in a large circle facing the middle. In elementary settings it works best to have students sit on the floor. In secondary settings this activity is often done in advisement period or home room with desks or chairs in a circle.

2. Teacher Explains Rules

Begin by explaining the rules for this structure. These would include:

- Take Turns, talking only when you have the feather
- Use Only Affirmations; No Put-Downs
- Right to Pass
- Active Listening

The teacher sets the tone for this structure by sharing first. This models for students what they are to do. It also allows students an opportunity to know you better. Taking turns in order allows every student an opportunity to share. Community Circle provides an excellent opportunity to monitor the ground rule of "no put-downs" and the use of affirmations. It's critical for students to know that put-downs are not accepted in your class and that affirmations are actively encouraged.

Students always have the right to pass if they do not wish to share personal feelings. This allows the student who doesn't feel safe sharing personal feelings an opportunity not to participate. It also increases the safety of the classroom as students see that they all have a choice. It's likely that some students will test you to see if you are serious about this. Generally, this lasts only a couple of times before they want to participate. The right to pass honors students' right to confidentiality, and gives them practice in making choices.

1. I was reminded of passing the feather by Jeanne Gibbs, author of *Tribes*, the setting in which I first used Community Circle. *Tribes: A Process for Social Development and Cooperative Learning.* Center Source Publications, Santa Rosa, 1987.

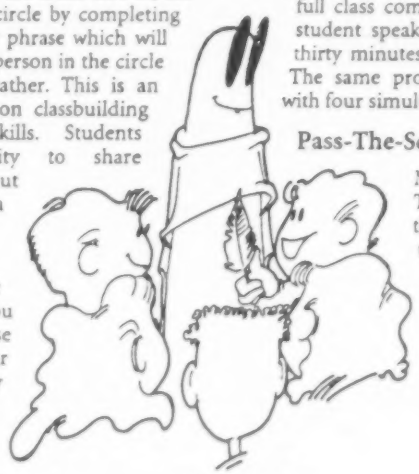
3. Starter Sentence Posted for Students to See

Post a starter sentence on the board or overhead. You might want to have it prepared before you begin this lesson. The starter sentence should be something appropriate to the age and interest level of your students. Examples of various starter sentences or phrases are listed on the next page.

4. Teacher Models and Passes the Feather

Once the preliminaries are taken care of, the teacher starts off the circle by completing the starter sentence or phrase which will be completed by each person in the circle as they receive the feather. This is an opportunity to work on classbuilding and active listening skills. Students have an opportunity to share something about themselves in a supportive environment.

Active listening is one ground rule which you will more than likely use for all activities in your classroom. Community Circle is an excellent opportunity to monitor its use. Careful monitoring here will provide students with models for small group use.



Community Circle

You can model for students how to handle a person who is not using active listening. How you handle these situations will also give your students an indication if you are serious about the ground rules.

Variations

After students know the ground rules of Community Circle you may introduce the use of two, then three, and later even four simultaneous Community Circles. The disadvantages are that only one circle at a time gets the teacher's direction and input. The advantage is that with four circles you can have four times as much sharing at the same time and there can be greater intimacy. In a full class community circle where each student speaks for one minute it takes thirty minutes for 30 students to share. The same process takes eight minutes with four simultaneous circles.

Pass-The-Sentence-Strip

Mary Torrens Parker of Turlock, California, found that having students pass the "starter sentence strip" worked best for her first grade class. I also found the sentence strip worked well with my fourth grade class.

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Appendix M

Lesson 5

Conflict Cartoon

Materials

newsprint or poster board, crayons

Set

Ask the class to brainstorm conflicts that they have outside the classroom. Record the answers on the board or use an overhead of the following chart:

CONFLICT OUTSIDE THE CLASSROOM

With Whom	Where	When	About What

Objective

Explain to the class that in this lesson they will apply all the ideas they have learned about conflict *in* the classroom to conflict *outside* the classroom.

Lesson

1. Divide the class into new groups of three. Give each group a large sheet of newsprint or poster board and a set of crayons.
2. Review the lists on the board. A group may select one item from each column for its conflict story. After the selection, they will sketch or draw (stick figures are OK) a story so that it shows the conflict starting and the conflict ending. For the ending, the group must agree on a method previously discussed in class as OK to use (i.e., other than fighting or hurting others). If you anticipate they will have difficulty remembering good ways to resolve conflicts, take a few moments to brainstorm a review list with the whole class and write the ideas on the board.
3. Each group will decide how to divide the paper into eight parts, how to divide up the tasks so that each person gets an equal chance to draw, and what conflict they will use to make a comic strip.
4. Allow ten to fifteen minutes for the group to make cartoons. When all are finished, each person who contributed will sign the group's cartoon. Post the signed works.

Discussion

Sample the solutions selected by various groups. Ask why the solutions were selected for each conflict.

Closure

Ask each trio to rate itself on a scale of one to ten for how well they settled conflicts in their group while doing the cartoon. Do a wrap-around. Ask one member from each group to give you the rating and others in the same group to say why they selected that number. Encourage all to listen.

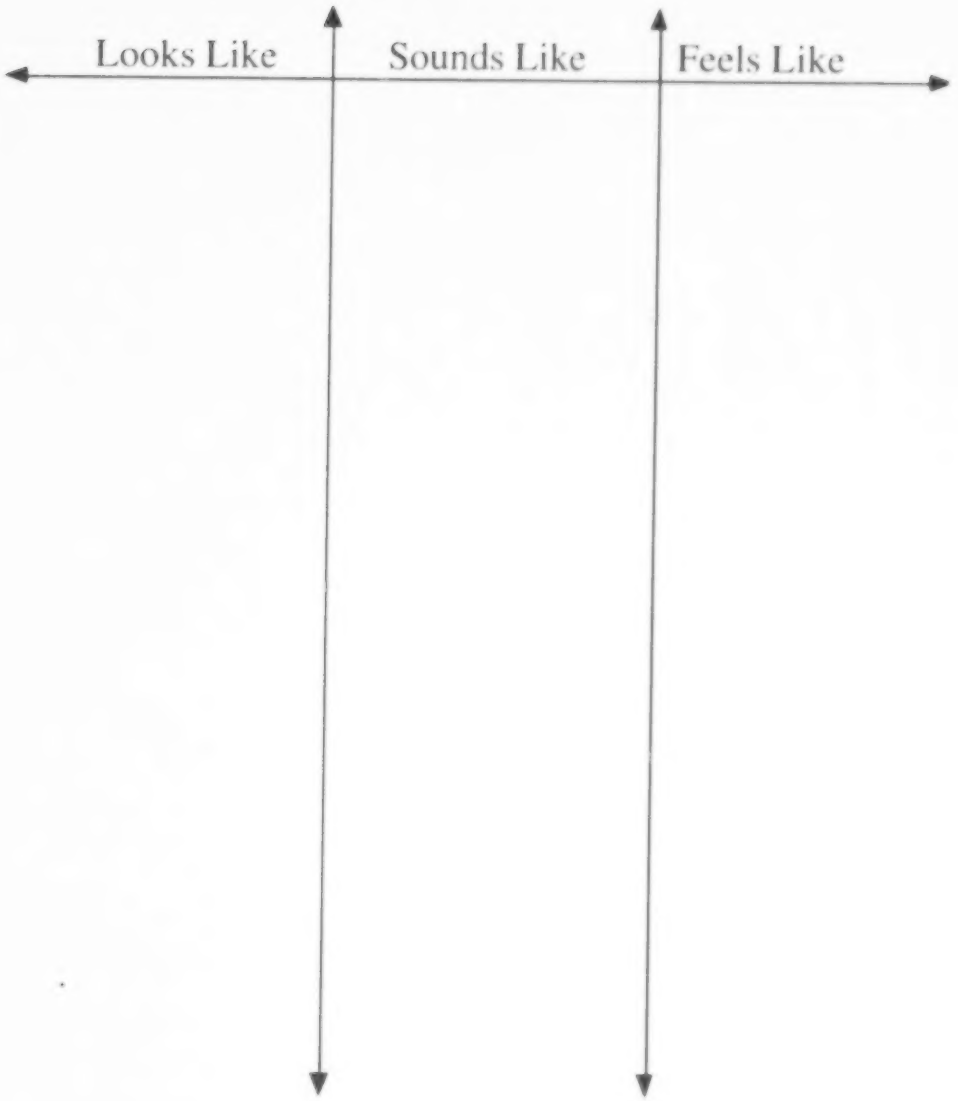
Follow-up

Make new groups. Have the new groups select a different conflict for a cartoon. After the new groups make their cartoons, repeat the instructions for the discussion and closure.

Appendix N

T-Chart

Friendship



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Appendix O

14

Lesson 1

Making Friends

Materials

crayons, newsprint, "The Lion and the Mouse" video (see p. 117), TV, video recorder, or story

Set

Have the children sit in pairs. Give each pair some crayons and a sheet of newsprint. Invite each pair to draw a picture of two friends doing something together. After they have drawn their pictures, invite the pairs to show their pictures and to share some ideas of what they think makes a real friend. Affirm the responses and print the key words on the board or on a large sheet of newsprint for all to see. After you have a list of seven to ten words, go back over the list with a choral response. Model each word and then have the class repeat your pronunciation. Tell the class that the words they just pronounced are words that some people use to describe a good friend.

Objective

Tell the children that today's lesson is to learn about how to be a friend.

Lesson

1. Tell the children that they are going to study a story about two animals who became friends: the lion and the mouse. After the story, they will have the chance to tell how the two animals were friends.
2. Show the video "The Lion and the Mouse" or read the story to the class.
3. After the story is over, draw a double T-Chart on the board or on newsprint.

FRIENDSHIP

LOOKS LIKE	SOUNDS LIKE	FEELS LIKE

4. Discuss what the three column headings mean.
5. Ask the children to give you examples of things the lion or mouse *did* to show friendship. Enter these in the "Looks Like" column. Repeat for things the animals *said* that showed friendship. Enter these in the "Sounds Like" column. Make sure that all in the class agree an item belongs on the chart.
6. Ask for ideas on what the children think friendship felt like to the lion and the mouse. Enter these in the "Feels Like" column. Encourage the children to explain why they chose their answers.
7. When the children run out of ideas, you may add some examples of your own.
8. Put up a second double T-Chart. Label it "Not Friends" or "Enemies." Repeat the process with examples from the story.

NOT FRIENDS

LOOKS LIKE	SOUNDS LIKE	FEELS LIKE

Discussion

Have the children face their partners with their drawings. Invite the pairs to talk about how their pictures of friendship are like the friendship of the lion and the mouse, or how they are different. Invite several pairs to show their drawings and share their ideas. Give strong affirmations.

Closure

Have the children sign their first names to their pair drawings. Post the drawings.

Follow-up

Select some additional stories from the library in which friendship is the theme. Read these to the children and encourage them to add words to the double T-Charts.